KENTUCKY DEPARTMENT OF EDUCATION

KCCT/CATS Online Assessment

Spring 2005 Assessment Manual

KCCT/CATS Online Assessment Manual

This document designed for 2-sided printing and insertion in a 3-ring binder.

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Introduction To KCCT/CATS Online Assessment

I n support of the Seven Steps Forward in Assessment, the Kentucky Department of Education is dedicated to providing a variety of statewide assessments in an online accessible format. All grade levels of the Kentucky Core Content Test were successfully administered online as an accommodation to special populations in Spring 2003 and 2004. Student scores were included in school accountability. By testing online, eligible special populations (i.e., students with disabilities and/or limited English proficiency (LEP)) were able to use text-to-speech software (i.e., textreader or screenreader) to independently read the test using computers. This electronic accommodation for special populations is known as **CATS Online** and is delivered through an interactive website.

Due to the success of CATS online, a select group of students, both with and without disabilities, will test 10th grade Reading and 11th grade Social Studies online in 2005. This special administration is known as the **KCCT Online High School Prototype (KCCT).** Participating students will take other content areas of the KCCT in the traditional manner. The KCCT and CATS Online Assessment websites include a practice area designed for students and staff participating in the online assessments.

KCCT High School Prototype participants will use only Form A (1A, 2A, …6A) of the test, randomly distributed, while special populations will use only Form 1A (Form 1 for grade 12) at all grade levels. **Each online participant is required to have a hard copy of the test booklet for reference while testing online. Schools must order the correct number of Test Form 1A (Form 1 for grade 12) for special populations well in advance of the testing date.**

The questions and student expectations for these online assessments are the same as for all other students taking the test with pencil and paper. However, online testing requires planning for adult support in the event a student has a need for assistance in use of the technology. This support is critical since answers submitted for the KCCT/CATS Online assessment *will be submitted electronically and **will** count toward the school accountability index scores.*

This manual explains the procedural and operational requirements for school staff and students to successfully participate in KCCT or CATS Online administration. Chapters 1, 2 and 4 apply to both the high school prototype and special population participants. Chapter 3 contains additional information specific to special populations. **It is strongly recommended that all administrators and teachers who are actively involved in online testing receive the entire manual.**

Items in this manual that are specifically related to special populations, students who have the use of a reader or assistive technology listed as an accommodation in the student's Individual Education Program (IEP), 504 Plan, or Program Services Plan (PSP for LEP), will appear in a box unless a subheading indicates that an entire section applies to these students.

> For special populations the text is formatted for students to read with a textreader such as Read & Write or a screenreader such as JAWS. The students will use a mouse or keyboard to select the text they need help in reading, and the computer will provide the audio (via headphones). A requirement for each special population student testing online is that the student routinely (e.g., daily to weekly) uses technology to access printed materials in classroom instruction and assessment and has entered the test practice area prior to taking the live test.

Online Demo Area

Staff and students can experience online assessment at the CATS Online Demo Area. Prior to registration and receipt of a login ID, participants can see how to navigate pages and answer multiple-choice and open response questions selected from the CATS 1999 released test items. The Demo Area also allows parents and others to view an example of Kentucky's online assessment.

Accessing the Demo Area

To access the online Demo Area, go to https://catsonline.ecollege.com/. At the login screen, type in one of the following grade level IDs:

High School Prototype and Special Populations

Grade	Login IDs
10	g10st7314
11	g11st6974

> **Login IDs for Special Populations testing in other grades**
>
> | Grade | Login IDs |
> |---|---|
> | 4 | g04st2161 |
> | 5 | g05st9398 |
> | 7 | g07st9567 |
> | 8 | g08st4057 |
> | 12 | g12st1215 |
>
> The sample grade levels reflect a variety of student accommodation profiles. This helps teachers see different views prior to setting individual profiles when creating student accounts for the real test. The teacher will set accommodation profiles based on individual student need consistent with IEPs, 504 Plans or PSPs.

NOTE: Using these generic grade-level logins to enter the DEMO Area does **NOT** meet the requirement of student use of the official Practice Area. Students are required to enter the Practice Area with their personal login IDs before they are given access to the live test. (See p. 31)

When entering the Demo online assessment website with a Demo Student ID, the following choices will appear:

<u>Enter DEMO Area</u>
<u>Set Your Preferences</u>
<u>View Help Information</u>
<u>Leave CATS Online</u>

To access the demonstration questions, click <u>Enter DEMO Area</u>.   The Demo Area may contain answers submitted by previous Demo users. Clicking on different choices will change the Demo answers.

To change font size or color, click <u>Set Your Preferences</u>.

To learn more about using the online assessment, click <u>View Help Information</u>. This section explains how to enter answers and use assistive technology. It also explains the purpose of the navigation icons available for students with a visual impairment.

Chapter

1

Chapter 1 – Preparation

To maximize success, preparation for the KTTC and CATS Online assessments is a progressive set of steps that require time and commitment from all staff and students involved. As with the traditional KCCT assessment, the district, school, teachers, and students must understand their roles and responsibilities. Lack of staff or student preparation and support will prevent online assessment from working as intended. It is essential, therefore, that all related district and school staff prepare for the online assessment by following all the steps described in this manual.

Checklist of Critical Issues for Participation

Following is a list of critical issues that MUST be addressed before students participate in KCCT/CATS Online. If the district cannot reply "YES" to all of these items by assessment time, then it is not prepared to administer the test online. For help with these questions, send email to catsol@kde.state.ky.us

1. Is staff available at all times to support and supervise students during the online assessment?

2. Have all proctors of the online assessment been to the Practice Area to become familiar with the online tool?

3. Do the school and district have an adequate Internet connection to support the number of concurrent users? (A single T1 line will support approximately 30 concurrent users. A 256KB line will support approximately 5 concurrent users.)

4. Do computers have a minimum operating system of Windows 98 or Macintosh 9.2.2 or higher?

5. Are computer monitors configured to a screen resolution of 800 x 600 pixels or 1024 x 768 pixels?

6. Can you verify that Internet Explorer (IE) 5.5 for Windows, IE 5.1.7 for Mac 9.2.2, IE 5.2.3 for Mac 10.2.X or later is the only browser students will use for online assessment? See Technical Information in Chapter Four of this document.

7. Can you verify that no software (e.g., *I-GEAR, Fortress, FoolProof*) is installed that may interfere with implementation? Once the student stations have been readied for the online assessment, install no new software until assessment is complete.

8. Are back-up computers available and ready in the event designated computers do not function well on test day?

9. Will your School Technology Coordinator (STC) and District Technology Coordinator (DTC) or Chief Information Officer (CIO) be immediately available to support participating schools during all times students are testing online? Staff must be available to assist with technology issues that may arise during the KCCT/CATS Online Assessment. **The STC is the single point of contact for resolving technology issues before and during the live test. If unable to resolve the issue, the STC is responsible for contacting the KETS Help Desk.**

10. If a catastrophic event (i.e., network connection lost, computer dies, power goes off) occurs while students are testing online, will adequate staff be available to assist students in completing their assessments using paper and pencil? **Recommended**: If the connection cannot be restored within 30-60 minutes, then traditional offline test format should be used.

11. Have all computers been tested by accessing the CATS Online Assessment Practice Area?

12. Have qualified staff been identified to remove sensitive test data from the workstations immediately after students finish testing for the day? Follow the steps in the Daily Workstation Cleanup Guide in Chapter Four.

Special Populations: Checklist of Additional Critical Issues

Following is a list of additional critical issues that MUST be addressed before students utilizing assistive technology can participate in CATS Online. For help with these questions, email catsol@kde.state.ky.us.

1. Can you verify and document that all participating students meet the eligibility requirements for the CATS Online Assessment accommodation? (See Eligibility, p. 34).

2. Have the student computer workstation assignments for the online assessment been finalized and has the accommodation software been loaded and successfully tested on these workstations for compatibility and student preferences prior to the first test session? Supported software includes: Read and Write (5, 6, 7, Gold, or Mac), JAWS 4.5-5.0, eReader 2.3, and ZoomText Xtra 7.06-8.1.

3. In the event students must test in the traditional manner, is sufficient staff available to implement accommodations?

4. Are headphones available for each student?

5. Are staff and students participating in online assessment comfortable using computers and assistive technology and are students using these as part of their regular instruction?

Steps Teachers and Students Must Follow In Preparation for KCCT and CATS Online

The following procedures must be completed no later than one week prior to the beginning of the testing window:

1. Preview practice areas!!! Teachers and all proctors of online assessment must be familiar with question and answer formats for all content areas that they are proctoring. This is necessary to assist students as questions arise.

2. Make sure students practice completing both multiple-choice and open response questions for each content area assessed online. Supervise all students entering Practice Areas.

3. When students log in to the Main Menu for practice, show them how to change preferences for font style, size, or color. Do this by clicking the Set Your Preferences link.

NOTE: Internet Explorer will look different for assessment than it does during normal use. Due to security requirements, the toolbars that normally appear at the top of Internet Explorer are turned off to student view. Students will be unable to use the Edit tool button. Proctors should be aware that students do have access to the right-click and keyboard commands of Copy and Paste (Ctrl+C, Ctrl+V) in the Open Response and On Demand Writing. However, **only special populations using assistive technology to write in a word processor are allowed to use the paste command**.

Additional preparation steps for teachers of special populations are found in Chapter Three, p. 39.

Supervision/Support

The online assessment environment must include monitoring and support of all online participants. Sufficient numbers of adults must be present to answer questions and to verify students are following appropriate test protocol (e.g., not looking on another student's computer monitor, using only authorized computer programs or information during the assessment). In the event computer software or hardware does not function

as expected, qualified staff who can quickly troubleshoot these problems must be available at all times.

KCCT Online High School Prototype Students with Accommodations

As specified in their IEP, 504 Plan or PSP, other testing accommodations must be provided to students who do not require use of a text or screen reader. For example, a student may not be eligible for a textreader but may require other accommodations, such as a scribe or use of a word processor for written expression. A student who requires a reader but has not yet learned to use a textreader will still require human support.

Physical Arrangements

Following are general considerations to address for planning and administering the online assessment:

1. Each student taking the test online needs sole access to a computer workstation during each test session.

2. Students may take the test in a computer lab environment, regular classroom setting at a workstation or laptop, in a resource room (i.e., students with disabilities), or other supervised setting.

3. Unless KDE has given permission to administer the test on a different schedule within the designated testing window, students testing online must take the same content area and grade level assessment at the same time their peers are taking the test through traditional means.

4. Students with the same test form shall not be seated next to one another. Online participants will receive random test forms 1A, 2A, 3A, 4A, 5A or 6A.

5. While testing online, each student must have an individual hard copy of the test form they are completing and other support materials (e.g., math formula sheet) as a reference.

Chapter 2 – Getting Started

Registering for the Online Assessment/Roles & Responsibilities

Districts with students participating in the KCCT/CATS Online Assessment start the registration process by notifying the KDE of intent to participate. Before notification to KDE, the district must first identify an individual with expertise in technology to serve as the KCCT or CATS Online Assessment District Administrator (DA).

The DA should have some understanding of the state assessment. If the district is testing special populations online, the DA should also be familiar with instructional issues related to use of accommodations. Since the DA will identify a School Administrator (SA) to lead the school level KCCT/CATS Online setup, the DA should also be familiar with participating school staff. The SA will then identify the participating Teachers and set up student accounts for the high school prototype. Teachers who can verify eligibility will set up student accounts for special populations who use assistive technology.

The sequence of events required to complete local setup of the online assessment follows. It is imperative that all staff involved in testing complete their responsibilities before beginning subsequent steps.

Notification of District Intention to Participate

In November 2004, schools were selected to participate in the KCCT High School Prototype. Although a school contact was identified prior to selection for the prototype, each district with schools participating in the High School Prototype must

identify a District Administrator to oversee the online assessment for the entire district. To notify KDE of the DA who has been selected by central office, send email to catsol@kde.state.ky.us.

Districts with special populations using assistive technology (i.e., textreader) and testing online must send a separate email to register. This email must identify a DA for special populations and provide the DA's email address. This email must originate from the local central office or be validated by someone at this level. Send the email to catsol@kde.state.ky.us by March 31, 2005.

Districts with students in both branches may choose to have one DA overseeing both the High School Prototype and the Special Population setup. One login ID will work for both branches, but the user must be sure to access the correct branch when adding users: https://kcctonline.ecollege.com/admin for the High School Prototype and https://catsonline.ecollege.com/admin for Special Populations.

KDE staff will create an online district account, and the DA will receive an email notice with a username, password, and the URL for each online assessment branch (i.e., prototype or special populations) in which the district is participating.

All three administrator roles (district, school, teacher) can log in to either branch to view students and testing sessions but can only modify the student accounts or testing sessions when logged in to the branch in which the students or sessions were created.
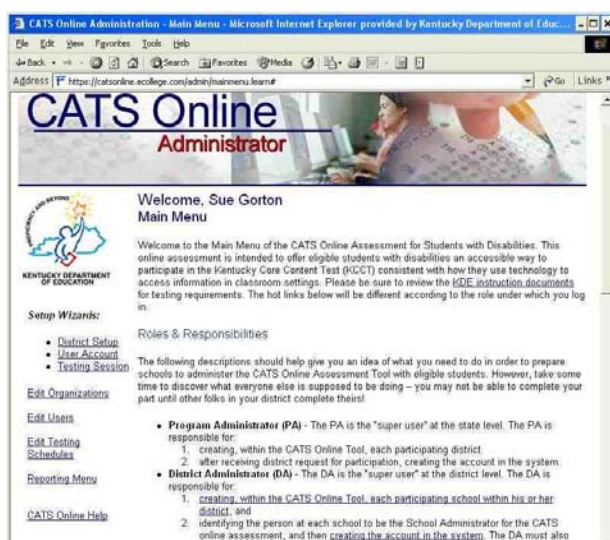
District Level Set-Up (completed by DA)

Logging In
Upon logging in for the first time, the system will prompt the DA to change the password provided by KDE to a new one. The system will prompt the user to renew the password every 30 days.

When the DA logs in, the Main Menu of KCCT or CATS Online Administrator will appear. The Main Menu briefly describes the roles and responsibilities of the Program Administrator (PA), DA, SA, and Teacher. Live links exist within each user's list of responsibilities to take the user to the KCCT or CATS Online Setup Wizard and tools. The wizards can also be accessed through the links in the left column.


School Setup (completed by DA)

Once an organization or user is entered, they may be viewed from either branch. If a district is participating in both KCCT and CATS branches, the schools may already be set up in the system. In this case, do not set up duplicate schools!

To set up school accounts, the DA should click on the first link under Roles & Responsibilities: Creating, within the KCCT/CATS Online Tool, each participating

<u>school within the district</u>. This link takes the DA to the Welcome screen. The Setup Wizard will provide step-by-step instructions. Click *Next* to go to **Step 1.**

Step 1 Click <u>Add a School.</u>
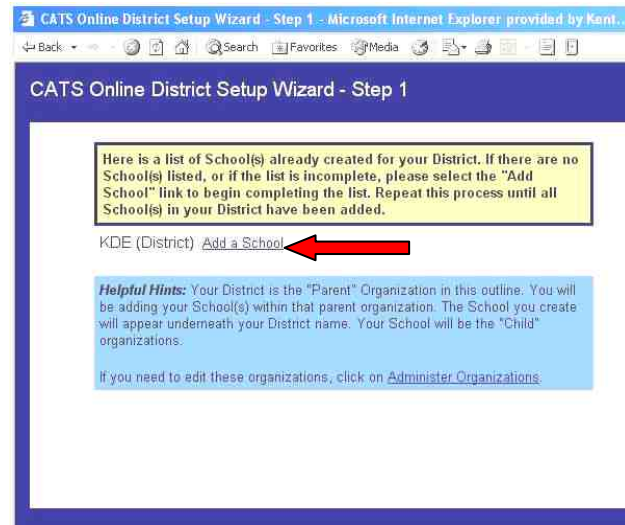
Step 2 Enter school name and six-digit combination of district and school ID numbers. Click *Next*.

Step 3 Add more schools or create the School Administrator for the school just entered. Identify the person at each school to be the SA and click on the third bullet to create the SA account.
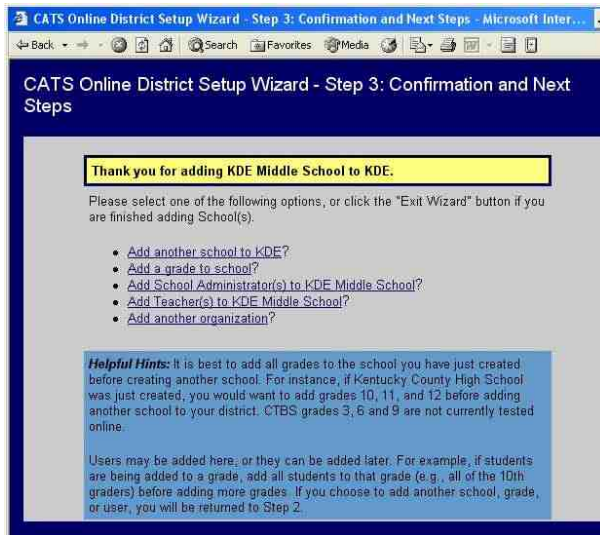
Although it is possible to add up to 5 School Administrators per school at one time, it is only necessary to create one SA account. It is optional to have a different SA for each branch. If there is only one school in the district testing online, the roles of DA and SA may be fulfilled by the same person. In this case only the DA user ID is needed.

Step 4 Notify the person designated to be the School Administrator (SA) at each school. By clicking on the third link shown below, the Wizard program can send an automatic email to each SA when the account is created by the DA.
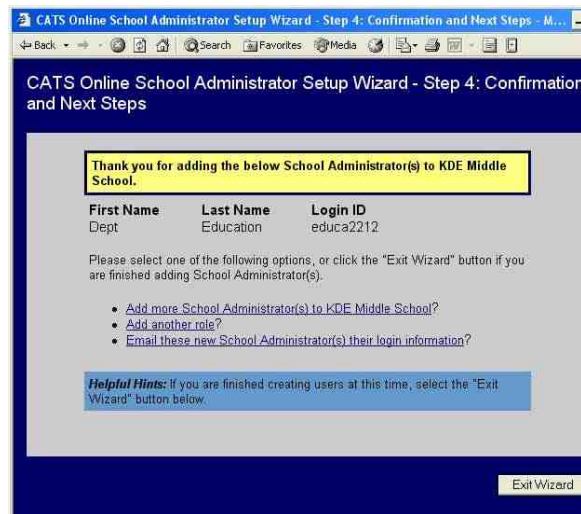
This email notification will prompt the SA to access the KCCT or CATS Online Assessment website, according to the branch in which the user was created. The SA can then log in, change the password, and proceed to the Setup Wizard to complete the next step in the process.

Note

Although the DA can perform all functions at the school and teacher levels, the DA is expected to delegate these responsibilities to the SA and Teacher. The DA is responsible for reviewing and modifying, if needed, the school level setup after the SAs and Teachers have performed their duties. The DA should verify that all scheduled online testing sessions correspond directly to the district's offline testing dates and times, unless KDE has given permission to administer the test on a different schedule within the designated testing window.

School Level Set-Up (completed by SA)

Logging In
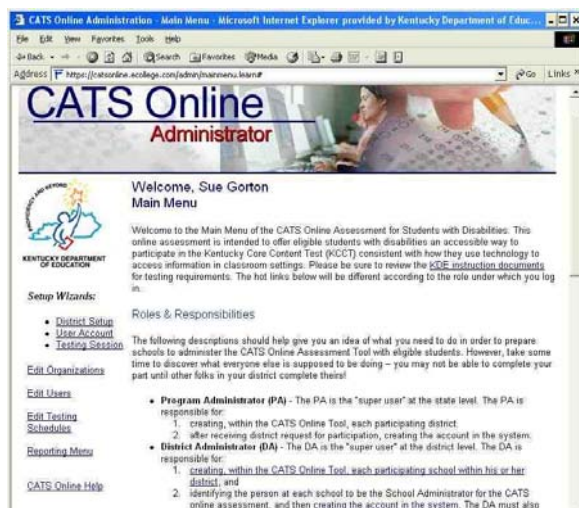
The SA is the lead administrator for the online assessment at the school level. The SA for each school will receive notice from the DA or an email indicating that an account was created in the KCCT or CATS Online Assessment website. Upon logging in for the first time, the system will prompt the SA to change the password to a new one. The system will prompt the user to renew the password every 30 days.

Logging in will take the SA to the Main Menu of the KCCT or CATS Online Administrator. The Main Menu shows the roles and responsibilities of each user (DA, SA and Teacher). The links take each user to the KCCT/CATS Online Setup Wizard and tools.
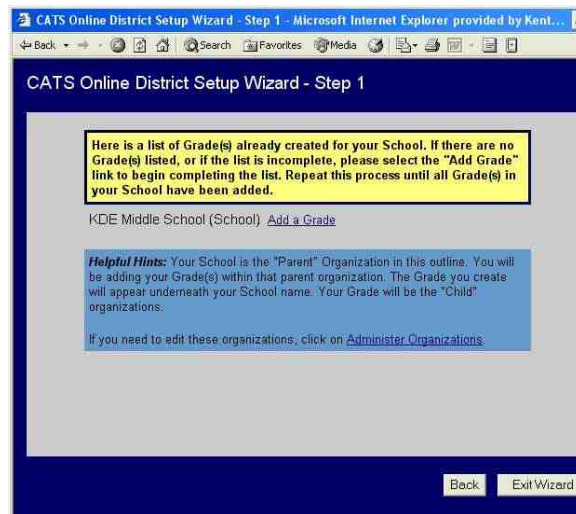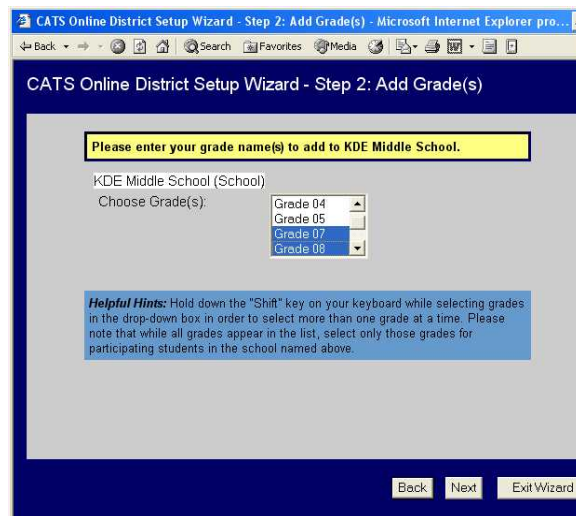
Creating Grade Levels (completed by SA)

Before creating student accounts, the SA must add the grade levels for the students testing online (e.g., 10, 11, 12). Click on Create the individual Grade Level, within the SA's list of responsibilities, OR click on District Setup under Setup Wizards in the left column. The Setup Wizard will provide step-by-step instructions. Click *Next* to go to **Step 1.**
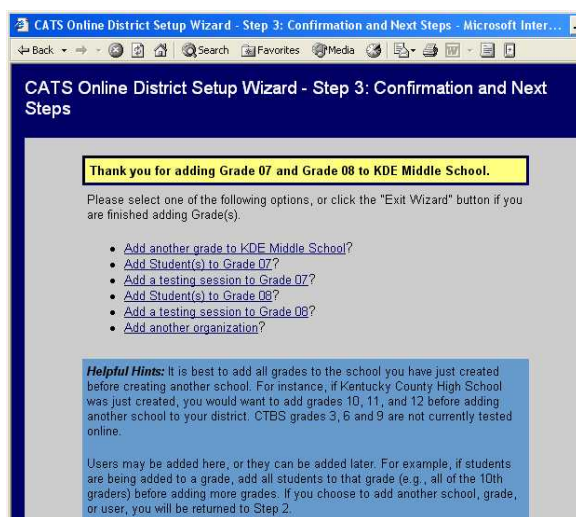
Step 1 Click Add a Grade.

**Step 2** Choose Grade(s). A confirmation message will appear on the computer screen.

**Step 3** Add another grade or click *Exit Wizard*.

Creating Teacher Accounts (completed by SA)

Create user accounts for each teacher with participating students. The SA may delete or edit these accounts as needed. To begin, click entering participating teacher information under SA responsibilities or click User Account in the left column at the Main Menu. Click *Next* to go to **Step 1.**
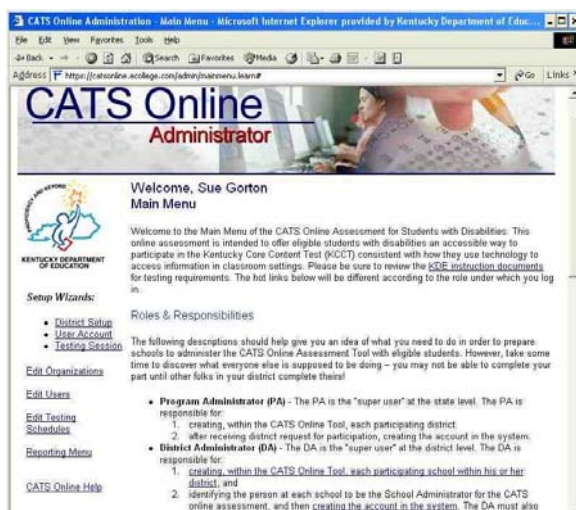
Step 1 Select Teacher and click *Next*.
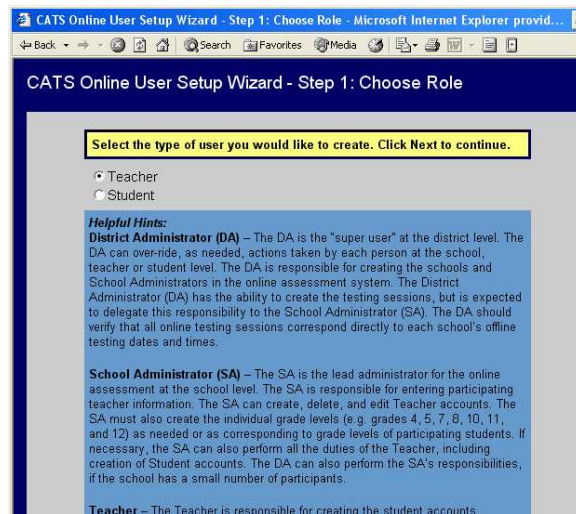
Step 2 Choose the school to enter Teachers. Click *Next*.
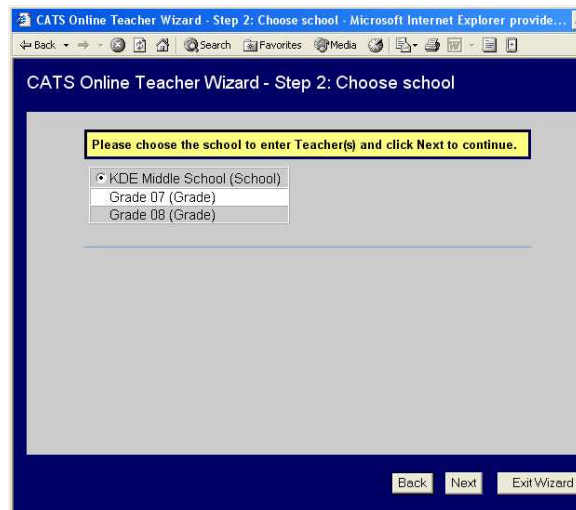
Step 3 Enter Teacher information for up to five Teachers.

Step 4 Confirmation of the users added will appear on the screen. Here the SA can send an automatic email containing login information to each Teacher. This email notification will prompt the Teacher to access the Online Assessment website, login, and change the password.

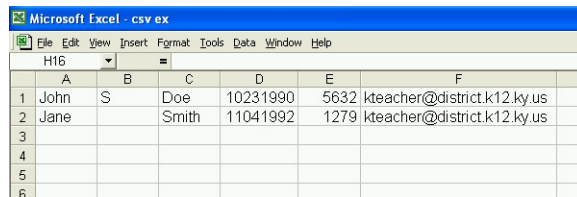**Step 5** Click <u>Add more Teachers</u> or *Exit Wizard*.

Creating Student Accounts (completed by SA for High School Prototype)

Student accounts for special populations are created by teachers who can verify eligibility. For adding students using assistive technology, see Chapter 3, page 36.

For the High School Prototype, the SA creates student accounts. There are two ways to create student accounts – uploading a file exported from a database or entering each student individually.

To create student accounts through **file upload**, prepare a .csv file with the following information:

> First Name, Middle Initial (opt.), Last Name, Date of Birth (MMDDYYYY), Last four digits of the student ID (or 9999 if no student ID), teacher's email address

A .csv file can be exported from STI (see Appendix C), or can be created from an Excel spreadsheet by saving as a CSV. Select "Save as…" and then "Save as Type". Choose CSV (MS-DOS). Do not include the Header row in your file. Although the Middle Initial is optional for each student, the field must be present in the file.
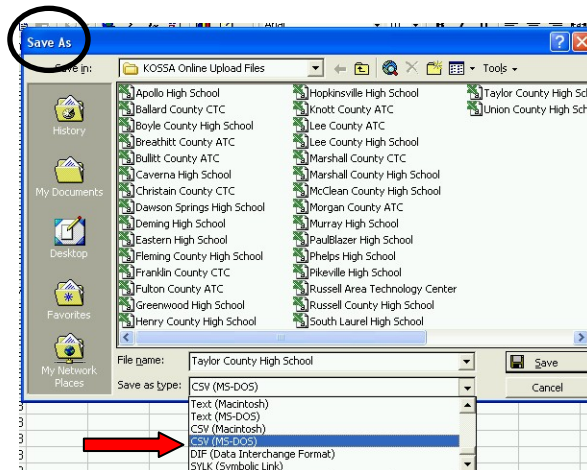
To create student accounts, click on <u>User Account</u> under "Setup Wizards" at the Main Menu. This will take the SA to the welcome screen of the Wizard. Click *Next* to go to **Step 1.**
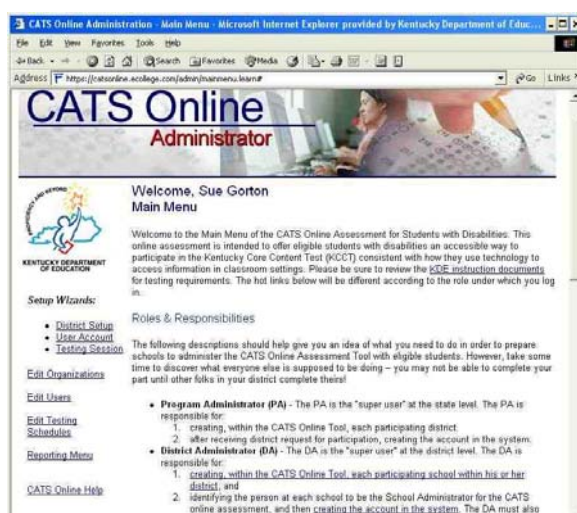
Step 1 Choose the role of Student. Click *Next.*
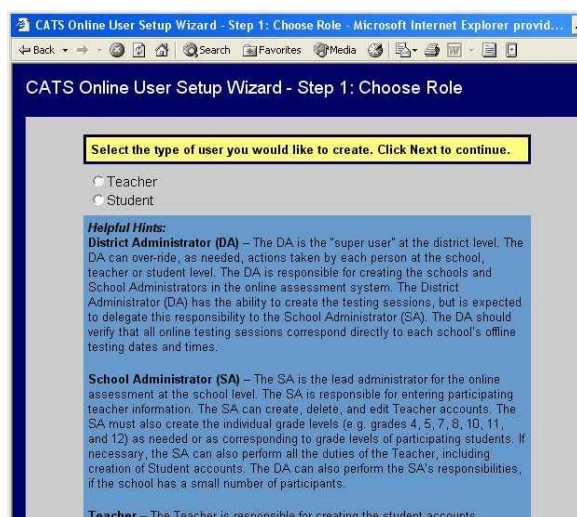
Step 2 Select the grade level of the students being entered and click *Next.* (Student accounts can only be created within Grades, so the SA must have already created the Grades.)
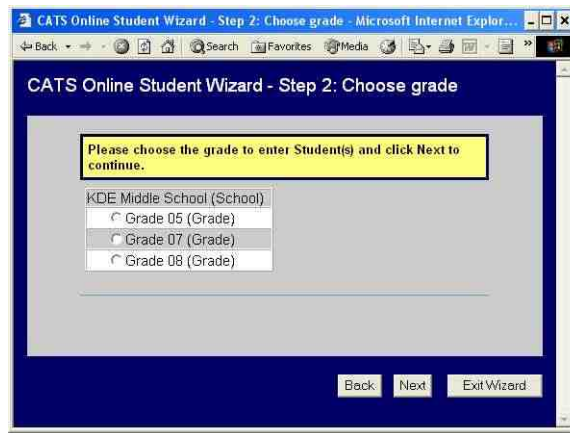
Step 3a At this step the SA has the option to upload students by attaching a .csv file or typing in individual student information. Uploading a file allows the administrator to enter all students at a grade level at one time rather than typing the name and identifying information for each student. Click on upload a .csv file.

Click *Browse* to locate the file on your hard drive.
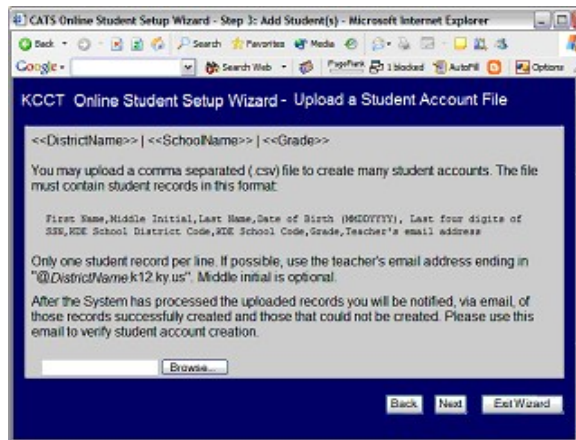
When the .csv file is selected, the file location will be displayed in the text box next to the *Browse* button. The *Next* button will initiate processing of the identified .csv file.

After the system has processed the records in the file, an email notice with both successfully and unsuccessfully created records will be sent to the administrator who uploaded the file. This email notice will contain student IDs and a file with accounts that need to be edited.

Step 3b If entering students individually, complete the fields for up to 5 students and click *Next*. The next screen will display the information for students just entered and provide a link to add more students.
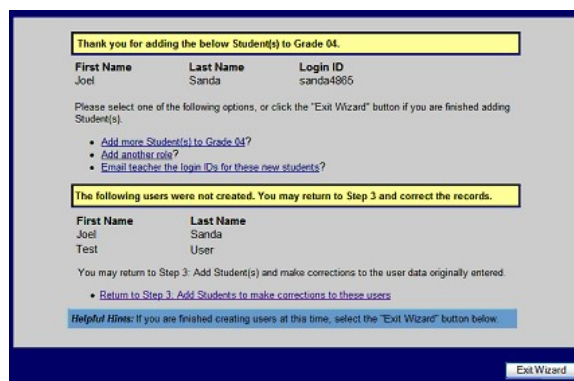
Testing Schedule (completed by SA for both high school prototype and special populations)
Create the online testing schedule to correspond with the school's offline testing schedule (i.e., same dates and times). Begin this process with the live link at the main menu.
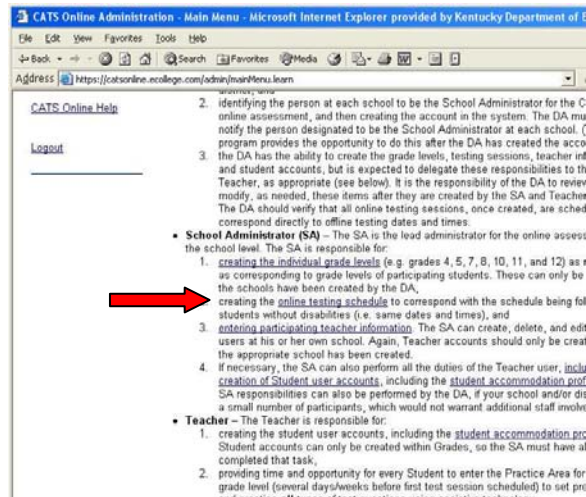
Step 1 Click on the '**+**' next to the Grade level for which you are creating sessions.
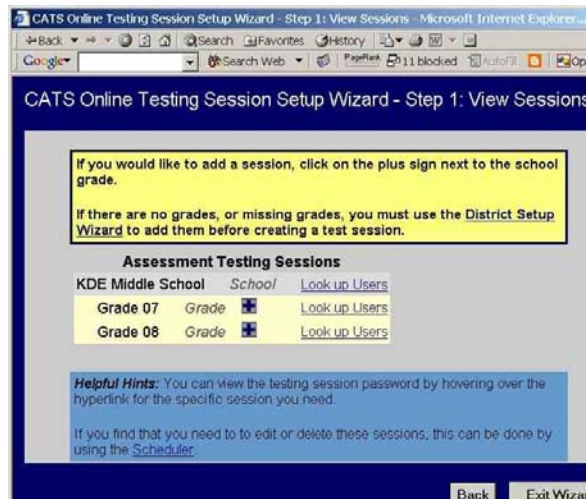
Step 2   In the first text box (Grade, Subject, Parts), label the test with information to identify the specific session (e.g., 5 Math A, B). In the second box, use the drop down menu to select the grade level. After selecting the grade level, the third box will populate with all subjects and parts to be tested at that grade level.

If testing more than one part in a given time period, hold the Control key down and click on all parts needed. (All parts highlighted will have the same password.) It is recommended that the Questionnaire be highlighted at the same time as the last part (C).

Complete the rest of the test session schedule by selecting the date, start time, end time and time zone. Click *Next* to complete this step.

NOTE: You may allow extra time beyond what is listed in the test administrator's manual, but keep in mind that students who have the password for a test session can use any computer with an Internet connection to re-enter the test. At any time during the test, the SA or a Teacher with a login ID can extend the time of the test. If needed, individual students or an entire class can be locked out of a session through the Interrupt Session procedure found on 57 of this manual.

Step 3   Confirmation and password of the created session is displayed and also sent to the email account. Students will need the **case sensitive** password to access the test session. The session password for each test session must be given to proctoring teachers on or before test day! (Be sure teachers realize that each test session has a different password)

Click the third link to add eligible students to the session just created.

Step 4 All registered students in CATS (special populations) and KCCT (high school prototype) will appear. Select only the students registered for the branch in which you are scheduling this test session.   Students registered for CATS will have "Special Population" in the Accommodation Profile column, and those registered for KCCT will have "Standard Technology." If there are more than 35 students, they will be

displayed on another page, with the page choices shown above the list. Any students selected will be retained when changing pages. Click *Next* to assign selected students to the test session.

Step 5 A confirmation is displayed with the list of students added to the test session. Click *Exit Wizard*.

After the test session is created, DAs, SAs, and Teachers may view the password by going to either CATS or KCCT Online Administrator Main Menu. Click on <u>Edit Testing Schedules</u> in the left column. At the next screen, select the second button *View/Edit/Delete Test Sessions*. Hover the mouse over the date of the session and the password will appear.
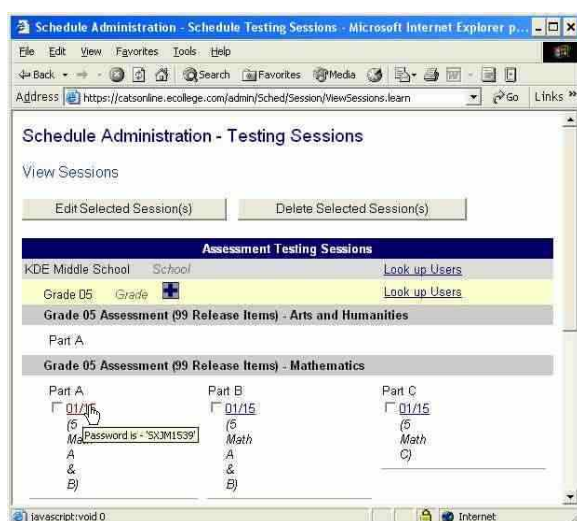
Note

The SA will create Student accounts for the High School Prototype., but Teachers will create Student accounts for special populations.

After the assessment, the SA is responsible for assuring that qualified staff check the hard-drive of each computer to verify that all test information is removed. (See Daily Workstation Cleanup Guide in Chapter Four.)

Teacher (high school prototype)

Teachers of special populations create student accounts because they must verify eligibility. For adding students using assistive technology, see Chapter 3, page 36.

Upon logging in for the first time, the system will prompt the Teacher to change the password to a new one. The system will prompt the user to renew the password every 30 days.

Logging in will take the Teacher to the Main Menu of KCCT Online Administrator. The Main Menu shows the roles and responsibilities of each user (DA, SA and Teacher). Live links exist within each user's list of responsibilities based on login ID. The links take each user to the KCCT Online Setup Wizard and tools.
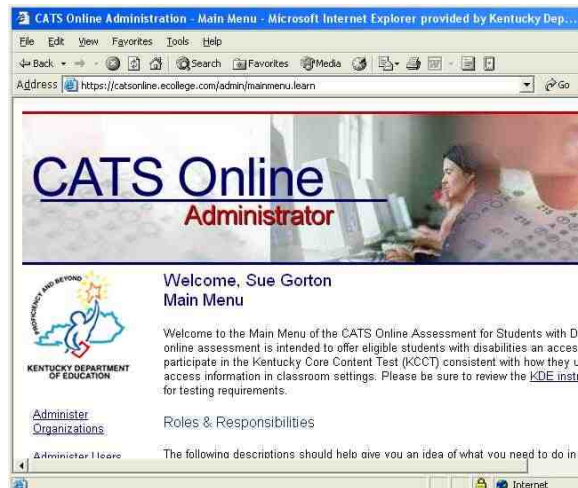
Teachers are responsible for:

1. Providing time and opportunity for every Student to enter the Practice Area using the student's own login ID (several days/weeks before first test session scheduled) to set preferences and practice **all** types of test questions, and

2. Administering and supervising the online assessment. (Proctors must have the session password on test day to give to students.)

KCCT/CATS Online Practice Area

Taking a test online differs from taking a test with pencil and paper. Students must practice navigating between questions and using their text or screenreader to read the test. Therefore, it is required that students have experience with format and operation of the KCCT/CATS Online Assessment before taking the real test.

A KCCT/CATS Online Practice Area is set up just for this purpose. Here students can practice, using selected questions from the 1999 Released CATS test items. The Practice Area is accessed through the personal student login IDs and is not to be confused with the generic DEMO Area. No student will be allowed to enter the spring 2005 KCCT/CATS Online Assessment unless the system can verify that the student has spent time in the KCCT/CATS Online Practice Area. Staff and students must spend time in this Practice Area until all are thoroughly familiar with navigating pages and reading and answering all types of questions.

Students in the High School Prototype log in to access the Practice Area at https://kcctonline.ecollege.com . Special populations using assistive technology login to access the Practice Area at https://catsonline.ecollege.com . To access the required Practice Area, students will need to use the individual student login IDs that were emailed to the SA or Teacher when the individual student accounts were created (p. 21). When the student enters the KCCT/CATS Online Assessment website, the following choices will be available:

Enter Practice Area
Enter Assessment
Set Your Preferences
View Help Information
Leave KCCT/CATS Online

Clicking on Enter Practice Area will provide access to the practice questions. By entering the site using the individual student Login ID, access will be given to the Practice Area that corresponds to the grade level assigned to the student's account. After clicking on the link, the student will be prompted to enter the password shown on the screen. This step provides practice for entering a password during the live assessment.

Teachers will also need to visit the Practice Area to become familiar with its use and support students' practice activities. Teachers need to access the Practice Area at the KCCT/CATS Online Administrator Main Menu. Scroll to the bottom of the Main Menu for links to the practice areas.

Enter the practice area and follow these steps:

1. Read the questions and select answers.

2. Use the back and forward arrows to move between questions.

3. Mark a question to be reviewed later.

4. Practice moving to different questions using the dropdown boxes in the lower right corner.

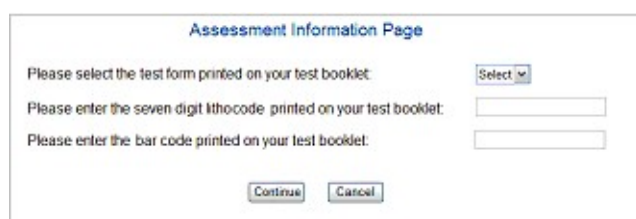**Special populations using assistive technology should practice these additional steps.**

5. Listen to Question and Answer text using text or screenreaders.

6. For those who have navigation links turned on, practice moving around the Question and Answer page. (Page Nav is recommended for students with visual disabilities.)

7. For those who have image text turned on, practice listening to the image text. (Image text is recommended for students with visual disabilities.)

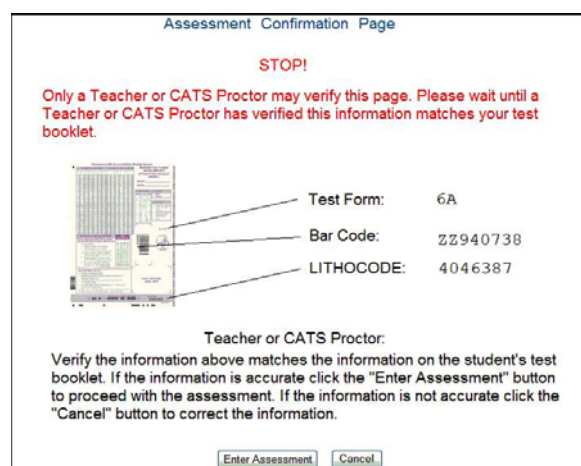**Printing Practice Area Responses**

From the Administrator Main Menu, teachers can view and print students' answers to the Practice Area by clicking on Reporting Menu. (This feature may not be available until April 1.)

Procedure for KCCT/CATS Online Live Assessment

1. Before beginning the online assessment, all biographic and demographic information for students participating in online assessment must be completed in the student test booklet.

2. When the online assessment begins, students in the High School Prototype log in to https://kcctonline.ecollege.com. Special populations using assistive technology log in to https://catsonline.ecollege.com. These login IDs are the same as those used to access the Practice Area.

3. If preferences are already set, students click on Enter Assessment. (Preferences must be set at the Main Menu, before beginning the assessment.)

4. At the next screen, the students will enter the session password to access the scheduled assessment. The session password for each scheduled assessment can be obtained from the SA. These passwords are sent to the SA when grade level assessments are scheduled. The Teacher can also view the session password by entering the Administrator Main Menu and clicking on Edit Testing Schedules. Select the second button, *View/Edit/Delete Test Sessions*, hover the mouse over the date of the session, and the session password will appear.

5. The first time students enter the assessment a page will display requiring information from the students' printed test booklet. Students will select their test Form and enter the lithocode and bar code.

Assessment Information Page

Please select the test form printed on your test booklet:

Please enter the seven digit lithocode printed on your test booklet:

Please enter the bar code printed on your test booklet:

[Continue] [Cancel]

6. After entering information from the front of their printed test booklet, the system will prompt students to get verification from their proctor. This is to ensure the correct information has been entered, which is essential for scoring student responses.

Assessment Confirmation Page

STOP!

Only a Teacher or CATS Proctor may verify this page. Please wait until a Teacher or CATS Proctor has verified this information matches your test booklet.

Test Form: 6A

Bar Code: ZZ940738

LITHOCODE: 4046387

Teacher or CATS Proctor:
Verify the information above matches the information on the student's test booklet. If the information is accurate click the "Enter Assessment" button to proceed with the assessment. If the information is not accurate click the "Cancel" button to correct the information.

[Enter Assessment] [Cancel]

7. If multiple parts are scheduled for the content area (Parts A/B/C) during the same time block, the students will see a separate link to each part. Students begin the assessment by clicking on the first link and proceeding through the test, recording their answers.

8. Students must answer Open Response (OR) questions online when there is a text box. The text box will NOT stop a student from typing more than the one page limit. Students must click *Answer Preview* to determine the length of their response. If an OR question requires drawing or graphing, there will be no text box and directions will be given to answer in the test booklet.

   NOTE: Remind students to use the *Answer Preview* button to ensure the length does NOT exceed the one page limit.

9. When students are finished with a part, they click on the *Exit Session* button at the bottom of the screen. If there are more parts scheduled, a link will be displayed to enter the next part. If only one part is scheduled, students receive a thank you message. Upon exiting the session, all answers are electronically submitted for scoring.

10. Upon entering a second test session, students are required to verify their form and codes are accurate. They do not have to enter the information again.

Chapter

3

Chapter 3 – Special Populations Using Assistive Technology

Student Eligibility For Special Populations

Many Kentucky students with disabilities and/or limited English proficiency (LEP) have required "human readers" as an accommodation to participate in the Kentucky core content test. Now, many students use text-to-speech software such as a textreader or screenreader to independently read materials in the classroom with computers. Although students may continue to use human readers during online assessment, they have the option of using a textreader or screenreader if they meet three eligibility requirements.

Students must:

1. Have an IEP, 504 Plan, or Program Services Plan (PSP for LEP) that specifies the need for a reader or assistive technology as an instructional and assessment accommodation;

2. Require and use the textreader or screenreader daily or weekly to access printed material during classroom instruction; and

3. Access and use the CATS Online Practice Area until they can navigate the site and independently read the content with their assistive technology.

When creating student accounts for CATS Online, the teacher or the SA must verify that the student meets **all** eligibility criteria and must have the documentation to support this. Students who do not meet all eligibility criteria should not participate in the CATS Online assessment. Students who prefer to use adult support to "read" the KCCT as specified in their IEP, 504 Plan or PSP, will continue with this accommodation and will not be expected to utilize the CATS Online assessment tool.

Instructional Implications for Use of the CATS Online Assessment Accommodation With Special Populations

Monthly or cursory use of a textreader or screenreader is **NOT** sufficient to meet eligibility for CATS Online. Before students use assistive technology as a testing accommodation, teachers must integrate it into classroom instruction by making the general curriculum available in digital format. Teachers must also ensure students are fluent in use of the technology.

The regulation on **Inclusion of Special Populations in the State Required Assessment and Accountability Programs** (703 KAR 5:070) states the following under **General Conditions for Using Accommodations**:

General Conditions for Using Accommodations
Accommodations or modifications shall meet the following conditions:

1. For students with a disability, accommodations or modifications in the instructional process shall be both age-appropriate and related to both the student's verified disability and specially designed instruction described in the student's IEP or intervention strategies and modifications described in the student's 504 Plan. For students with limited English proficiency, accommodations or modifications in the instructional process shall be related to both the student's level of English language proficiency and specially designed instruction described in the student's Program Services Plan (PSP). Accommodations or modifications shall be based on the individual needs of the student and not on a disability category (e.g., emotional-behavior disabilities, specific learning disabilities, multiple disabilities, other health impairment, etc.) or designation as limited English proficient;

2. Accommodations or modifications shall be part of the student's ongoing instructional program and not introduced for the first time during state-required Assessment;

3. Accommodations or modifications shall be for the purpose of students accessing the general education curriculum and demonstrating what they know and are able to do;

4. Changes in the administration of the assessment or recording of student responses shall be consistent with the instructional strategies, assistive technology devices, and services identified on the student's Individual Education Program (IEP), 504 Plan, or Program Services Plan; and

5. Accommodations or modifications or both shall not inappropriately impact the content being measured.

# Creating Student User Accounts (by Teacher)

Before the Teacher can create student accounts, the SA must first enter the Grades (p. 17, *Creating Grade Levels*). To create student accounts, the Teacher will need students' birthdates and the last four digits of their student identification numbers.

At the Main Menu, click on <u>Create the student user accounts</u> or select <u>User Accounts</u> under "Setup Wizards" in the left column. Clicking on one of these links takes the Teacher to the Welcome screen of the Wizard. Click *Next* to go to **Step 1.**

Step 1 Choose the role of Student. Click *Next* to continue.
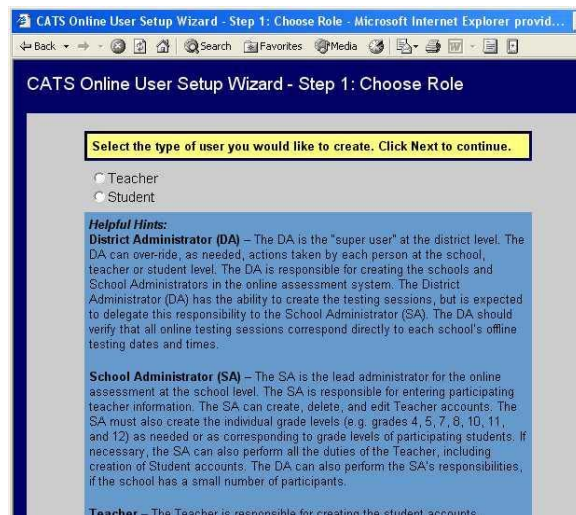
Step 2 Select the students' grade level and click *Next* to continue.
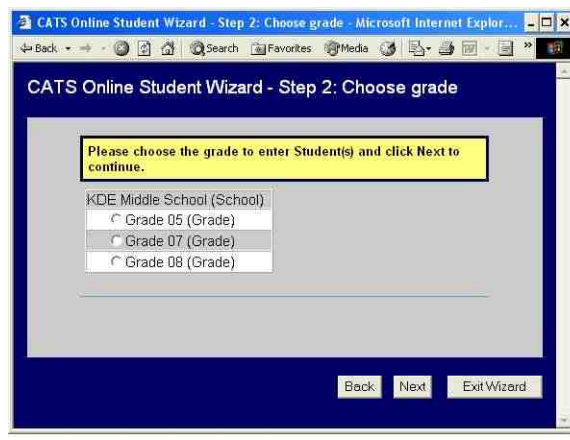
Step 3 Enter the names of participating students and the email of the teacher who will give the student the login ID. Complete the birth date and last four digits of the Student ID (from STI) or 9999 if the student has no ID.

Accommodations Profile

Teachers must verify each student meets eligibility requirements by clicking in the checkbox. Select the special population and assistive technology software from the dropdown boxes. Finally, set the student's accommodation profile. The profile for a typical student is Content Nav: **Dual Frames**; Online OR: **Yes**; Image Text: **No**; In Page Nav: **No**. To view examples of each setting, click Need more information on the Accommodation Profile? in the yellow box. The Teacher can change the profile at any time through the Edit Users link at the Main Menu.

| **Student Accommodation Profile** (An example of each of these settings can be viewed online when student accounts are being created.) |
|---|
| **Content Nav:** |
| **Window:** Displays supplementary reading and image alternative text in a pop-up window. This choice is appropriate for students with visual impairments who navigate the computer by keyboard. |
| **In Page:** Displays supplementary reading and image alternative text in the same page. Readings are displayed at the top of the window, followed by question and answer text with single scroll bar. Appropriate for students who struggle with navigation between a reading passage and questions related to passage. |
| **Dual Frames:** Displays supplementary reading and image alternative text in the same page. Readings are displayed in a top frame of the window. Appropriate for students who struggle with navigation between a reading passage and |

questions related to passage. **Text reader must support frames**.
Online Open Response:
Yes: Displays an edit box so the student can answer Open Response questions online. Students will still have the option to answer offline.
No: Instructs the student to write Open Response answers in the student response booklet.
Image Text
Yes: Displays a link on the page that opens the text for that image. If Content Nav option is "Window", text appears in a popup window. This option is appropriate for students with visual impairments or who require prompting, as noted in their IEP. Text for images in answers will appear below answer text area if Content Nav is In Page or Dual Frames.
No: Will not display a link on the page opening the text for the image. Appropriate for sighted students.
In Page Nav:
Yes: Displays navigation for the exam's current page corresponding with exam question. This is suitable for students with visual impairments who use the tab key to navigate a screen, and wish to move to sections of the page quickly. Links go to question, answers and question navigation areas. Each area is highlighted when user selects link.
No: No page navigation is provided - (sighted) student uses web browser's scroll bars.

Click *Next* after entering up to 5 students.

Step 4 The Teacher will receive confirmation and login ID for each student entered. Teachers can then choose to have this information sent to their email accounts. Students will need this login to access both the Practice Area and the assessment. At any time, teachers can view student login IDs by clicking on Edit Users at the Main Menu and searching for Students.
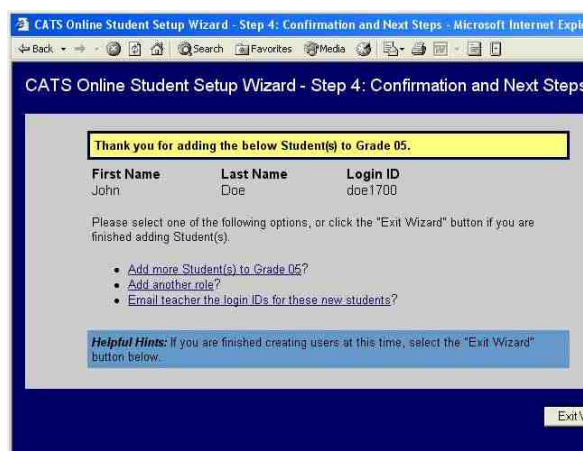
Steps Teachers Must Follow In Preparation for CATS Online for Special Populations

These procedures must be followed no later than one week prior to beginning of the testing window!

1. Check for supported software. Assistive technology supported includes: *Read and Write* (5, 6, 7, Mac or Gold), *JAWS* 4.5-5.0, *eReader* 2.3, and *ZoomText Xtra* 7.06-8.1.

    Make sure you have all updates and service packs for your software.

    *   *Read and Write Gold*

        a. Open program.

        b. Click textHELP button.

        c. Select About.

        d. Click on link for updates.

    *   *WordSmith*

        Since the toolbar *BrowseAloud* is turned off during assessment, access the test by opening *Read and Write 5* that installs with *WordSmith*. Prior to the test, allow students time to use *Read and Write 5* in the Practice Area.

    *   *Other supported software*

        Check with the vendor for updates.

2. Check software settings for individual students. *Read and Write Gold* includes settings that teachers may need to adjust for student use during testing or to support software operation. For example, the Toolbar can be adjusted for each tool. Make sure only appropriate tools are available for the student. The dictionary tool is only appropriate during the On Demand Writing.

    Check other settings as needed. Textreaders and screenreaders have some limitations in the way text is read. For example, words in the assessment may be capitalized for emphasis. Some voice engines read such words as if the letters were not capitalized while other engines read the word letter by letter as if the word were an acronym. Make sure the voice engine selected will read words in all caps as a whole word. **Voices that read all caps accurately include: L & H RealSpeak Jennifer or Jane, Adult Male #1 British English (L&H), Adult Female #1 British English (L&H), Mike, Mary, Sam, or RoboSoft 1-6.**
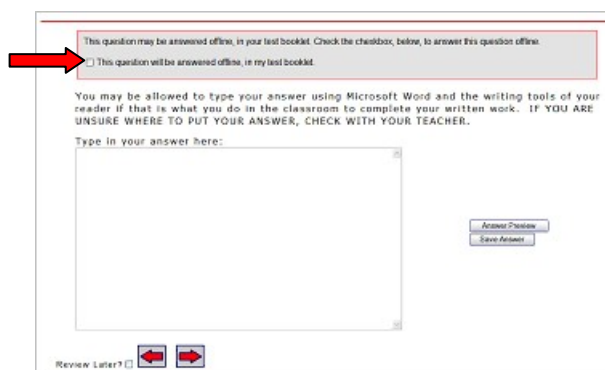
    Math problems, numbers, and abbreviations are also problematic. Words with two or more pronunciations will only read one way (e.g., read, record, content). Abbreviations or words ending with a period may be mispronounced (e.g., Dr.-drive or doctor?, Pa at end of sentence becomes Pennsylvania). Since students should be experienced using the software, they are already familiar with these limitations.   Remind students to request staff assistance if they need help understanding text.

3. Check that other software (e.g., *I-GEAR, Fortress, FoolProof)* installed by the district but not supported by KDE does not interfere with required software.   Once the student stations are readied for the online assessment, no new software should be installed until assessment is complete.

4. In the Practice Area, test the textreader software on all computers to be used during testing. The assessment must be accessed through Internet Explorer version 5.5 or later (not Netscape or other browser). If possible, have one or two back-up computers in the event computers do not function as expected on test day.

5. Prepare templates for completing open response items. If students are to complete open response items in a word processor, the printed answers must follow the format specified in Section 6 of the "Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070)" document. A template meeting the format requirements is available on the KDE website (www.education.ky.gov). Click on KDE QuickLinks and select CATS Online Assessment.

6. Preview practice areas!!! In order to assist students, teachers and proctors must be familiar with question and answer formats for the content areas they are proctoring. They must also be familiar with the accommodation profiles students are using.

7. Supervise all students entering Practice Areas. Show students how to change their preferences (font style, size, color) at the main menu.

8. Determine the format students will use when answering open response (OR) questions and ensure students use this format during practice. The Accommodations Profile allows teachers to choose if special population students will answer OR questions online in a text box or if they will answer offline in the test booklet.

Answering Open Response Questions Offline

Although the teacher may set the Accommodations Profile to answer online, students using assistive technology may choose to answer any Open Response (OR) question offline by checking the box in the gray area. When the student checks this box, the text box on the screen disappears.

Students with minimal keyboarding skills may prefer to answer offline or some OR questions may require students to answer in the test booklet. These questions ask students to show their work or construct a diagram. The teacher or proctor should instruct students to answer these questions in the test booklet.

Answering Open Response Questions Online

Some OR questions may be answered either offline or online. If students choose to answer an OR question online, they can type (independently or with a keyboard scribe) their responses to OR questions directly into the online text box.

Only text may be entered in the OR text box. The text box will NOT stop a student from typing more than the one page limit. **Students MUST click the *Answer Preview* button to verify their written response is within the one page limit.**
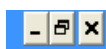
Students may be eligible to use writing tools (i.e., word prediction, spell check) if these accommodations are part of the student's IEP, 504 Plan or PSP. If students need to use more than the textreader tool in Read and Write for written expression, they should practice using these tools in the Practice Area. If the needed tools will not function within the online text box, the students should compose their responses in a word processor. They may then copy answers from the word processor and paste them in the online text box.

If students show some work in the test booklet but use a word processor for the explanation, they must print the typed text from the word processor. Students must NOT paste part of an answer into the online text box. The combined total of printed response and handwritten work must not exceed the one page limit. Teachers must ensure that loose pages submitted as part of a response contain all identifying information.

Note: Although students may show their work on paper, please remind them that the **entire** written response to a question must be completed either online or in the test booklet. They may not complete part of the response online and the other part in the test booklet.

Students who use a word processor to answer OR questions should practice using a split screen (see below) or toggling/clicking between both windows. This allows students to see both the question and the response.

Directions for Split-Screen (viewing two windows simultaneously)

1. Open MS Word and Internet Explorer. (Open *Read and Write Gold* if applicable.)

2. If each program opens to full screen, click on the middle button in the upper right-hand corner. The button selected should switch from showing two small windows to only one.

3. Grab (click and hold) the lower right corner and move mouse to resize the window to cover only half of the screen.

The window that has the darker top bar (blue in most cases) is the active window. To do something in the inactive window, simply click anywhere in the window. You should see the top bar darken.

On Demand Writing (grades 4, 7, and 12)

Students and teachers in grades 4, 7, and 12 should determine where the prewriting will occur. Students may choose to write on paper provided by the teacher or use a word

processor. Students can copy and paste a final draft from the word processor into the text box online. Since formatting is lost when text is pasted into the text box , students should print any response in which formatting is important directly from the word processor and insert it in the test booklet.

Test Session Completion

To complete the test session, students should click the *Exit this session* button. If there are any unanswered questions, the system will list them with links for completion.

Note: Answers are saved in the system as students navigate between questions.

After completing all questions, students will receive a link to the next section if other parts (B, C, or Questionnaire) are scheduled during the same test session.

Supervision/Support for Special Populations

Students must be monitored and supported during the online assessment. At least one adult for every four to eight students testing online should be available to answer questions and to verify students follow appropriate test protocol (e.g., not looking on another student's computer monitor or using only authorized computer programs or information during the assessment). Since computer software or hardware may not function as expected, qualified staff must be available at all times to troubleshoot problems immediately or to assist students having difficulty using their text-to-speech software.

Physical Arrangements for Special Populations

When planning and administering the online assessment, consider the following:

1. Students must have a hard copy of the test booklet and other support materials (e.g., math formula sheet) to reference during the test. (Special Populations use Form 1A or Form 1 for grade 12). Before starting the online assessment, all biographic and demographic information must be completed in the student test booklet. Contact your school or district test coordinator to request additional copies of student test booklets.

2. Students must have sole access to a computer workstation during each test session.

3. Students may take the test in a computer lab environment, regular classroom setting at a workstation or laptop, in a resource room, or other supervised setting.

4. Unless KDE has given permission to administer the test on a different schedule within the designated testing window, students testing online must take the same content area and grade level assessment at the same time their peers are taking the test through traditional means.

5. To assure privacy and security, each student must use individual headphones.

6. Since special population students will all be using the same form of the test, workstations must be arranged to assure privacy and prevent students from seeing each other's online test responses (e.g., partitions, different grade levels side by side, empty space or vacant computer workstations between students).

7. Unless their IEP, 504 Plan or PSP calls for use of a "scribe, " students who lack the keyboarding skills to complete Open Response questions online may choose to enter their responses directly into their test booklets.

8. Depending on what is consistent with the student's accommodations and classroom routines, a scribe may be a person who records student's answers in the test booklet or serves as a "keyboard scribe" and records the student's answers in a word processor or the text box of the online assessment.

Chapter

4

Chapter 4 - Technical Information

Supported System Specifications

The KCCT/CATS Online Assessment supports the following hardware:

The KCCT/CATS Online Assessment Website supports the following software:

OS/Software	Support Page
Microsoft Windows 98 – XP	http://www.microsoft.com/windows
Internet Explorer 5.5 – 6.0 (Win)	http://www.microsoft.com/windows/ie
Macintosh 9.2.2 – 10.2.X	http://www.info.apple.com/usen/macos9/ http://www.info.apple.com/usen/macosx/
Internet Explorer 5.1.7 (Mac 9.2.2) or IE 5.2.3 (Mac 10.2.X)	http://www.microsoft.com/mac/products/internetexplorer/internetexplorer.aspx?pid=internetexplorer
eReader 2.3 – 3.0 for Windows	http://www.cast.org/udl/index.cfm?i=211&option=TechSupport
JAWS for Windows 4.5 – 5.0	http://www.freedomscientific.com/fs_support/doc_screenreaders.asp
ZoomText Xtra 7.06 – 8.1	http://www.aisquared.com/support/index.htm

Read & Write Mac Read & Write 5, 6, 7 Read & Write Gold	http://www.texthelp.com/support.asp?q1=support

Testing has been completed using the configurations described in the table above. Other configurations may also function, but will not be supported.

Lost Internet Connection

The following steps should be taken to minimize a disruption in the testing session in the event of lost Internet connection.

1. Students notify the teacher or other staff that their test session has been interrupted.

2. School staff immediately attempts to restore the connection. If achieved, students can resume online testing where the interruption occurred (NOTE: student responses are automatically saved when leaving a question to advance to the next one).

    If time has expired due to the delay, the DA or SA must extend the time of the testing session (See Appendix A- Editing Test Sessions).

3. If school staff determine that the connection cannot be restored within 30-60 minutes, the school shifts to a backup plan for paper and pencil completion and the provision of readers for special populations. If a student answers a question both online and in the test booklet, the online answer will be scored.

4. If the Internet connection to the assessment is restored by the next scheduled test session, the student may resume online testing.

Hardware or Assistive Technology Failure

Schools should have backup plans in place for other unexpected hardware/software complications during the testing session.

If an individual workstation or software ceases to function, the student should move to another computer and reenter the test session using the same login ID. The student can go to the last question answered and resume testing. If backup workstations with the needed technology are not available, the student must complete the test in the test booklet. If the student was using assistive technology, alternate accommodations, such as a human reader, must be provided.

Daily Workstation Cleanup Guide

These instructions describe how to remove any cached information remaining on workstations used by students for online testing. The cached information could include temporary Internet files, temporary word processing files, or temporary files from a text or screenreader. Because these files may contain elements of questions or student responses, they must be purged from the workstation **no later than by the end of each day of testing**. Contact the KETS Helpdesk at 502-564-2002 or toll-free within Kentucky at 866-538-7435 if assistance is needed.

> **Note**
>
> Since it is important to maintain confidentiality for both the student and the test items, it is imperative to complete these steps without exception. The instructions in this guide are for school and district staff use only. Since they could access unreleased test items or student responses, students should **not** be asked or allowed to perform these duties.

The KCCT/CATS Online Assessment is accessed through SSL (Secure Sockets Layers). Under normal conditions, this would leave no cached information from the online assessment on either the workstation accessing the exam, or on any state or district proxy servers or network caching devices.

Delete the Temporary Internet Files (Internet cache)

Most Internet browsers are configured to store certain files locally on the hard drive of the computer. Storing parts of frequently accessed web pages helps speed the opening of those pages at a later time. The browser can even be told to make an entire website available offline, for when the computer does not have an Internet connection. For the purposes of the KCCT/CATS Online Assessment, these files are not helpful and should be deleted each day of the assessment.

The following instructions for removing cached files assume the browser is a recent version of MS Internet Explorer (5.5 or above) running on either the MS Windows Platform or Macintosh. MS Internet Explorer is the only supported browser for the KCCT/CATS Online Assessment.

1. Open Internet Explorer and click on "Tools".

2. Select "Internet Options".

3. Under "Temporary Internet Files", click *Delete Files*.

4. Check "Delete all offline content" and then click the *OK*.

5. Click *OK* on the Internet Options window and then close Internet Explorer.

Delete the Cached Files on the District Proxy Server

The Proxy Server is a computer at each school that helps speed access to Internet content by saving the school's most frequently visited websites on its hard drive. There will also be one primary Proxy Server for the entire district that feeds all of the school Proxy Servers. Because these devices save Internet content, they will need to have their cache cleared at the end of each testing day. The process of clearing the proxy servers' cache should only be performed by the district or school technology specialist. If the person assigned to clear the proxy server's cache needs assistance, contact the KETS Helpdesk.

Delete Temporary Files from the Student Workstation

For **Windows 98/2000/XP** - Use the Disk Cleanup utility.

1. Click on the Windows *Start* button.

2. Click "Programs".

3. Click "Accessories".

4. Click "System Tools".

5. Click "Disk Cleanup" application.

6. Ensure that "C:" appears in the "Select Drive" pop-up window, and press *OK*.

7. Ensure that every option available in the resulting window is checked EXCEPT for "Downloaded Program Files" which should **not** be deleted. A description for each type of item appears in the lower half of the window.

8. Click *OK*, and then click *Yes* in the confirmation window.

Temporary files can also be deleted from the command line:

1. Click the Windows *Start* button.

2. Click the "Run…" link

3. Type "cleanmgr /d c:" without the quotes and click *OK*.

4. Move to step 7 above and complete the process.

For Macintosh OS – Clear the Cache on Internet Explorer 5.x.

1. With Internet Explorer open, click "Edit," and then select "Preferences" from the menu bar.

2. Click the pointer arrow beside "Web Browser" until the pointer points downward.

3. Click "Advanced."

4. Click "Empty Now."

Appendix A

If changes need to be made to the KCCT/CATS Online Assessment after the Wizard setup has been completed, the following information provides directions to advanced users for making these changes manually. These manual changes cannot be made within the Wizard.

Editing Schools (DA only)

NOTE: This function is only for use when a school has been incorrectly entered (e.g., misspelled name, incorrect school number).

1. At the KCCT/CATS Online Administrator Main Menu, click on Edit Organizations. Select the school(s) to be edited by clicking the check box next to the school name. Click on *Edit Selected Organizations*.
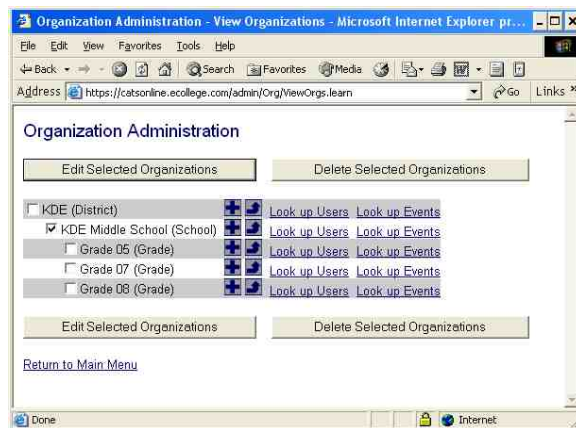
2. The choice is given to edit the Organization Name, Type, or ID Code. After making the edits, click on the *Submit* button to save edits or the *Cancel* button to return to the Main Menu with no changes made.
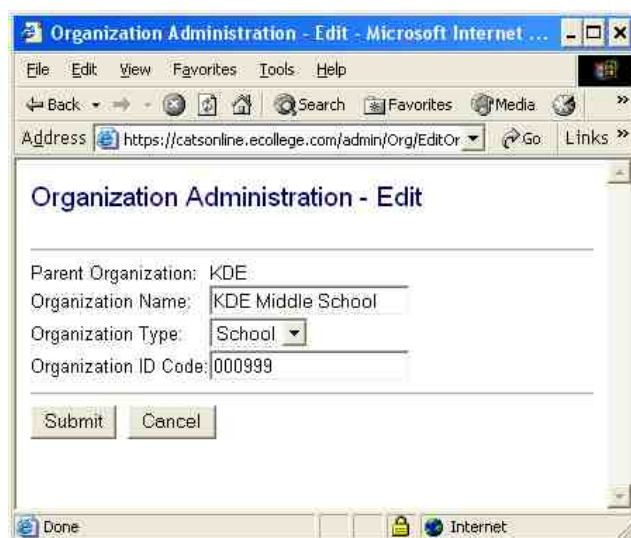
3. DA sees a confirmation message and a click *here* link to Return to *Organization Administration Main Menu.*

Deleting Schools (DA only)

NOTE

The Delete Organizations function is only for use when a school has been incorrectly entered or is not needed.

1. Select the Organization to be deleted by clicking the check box next to the corresponding Organization.

2. Click on the *Delete Selected Organizations* button.
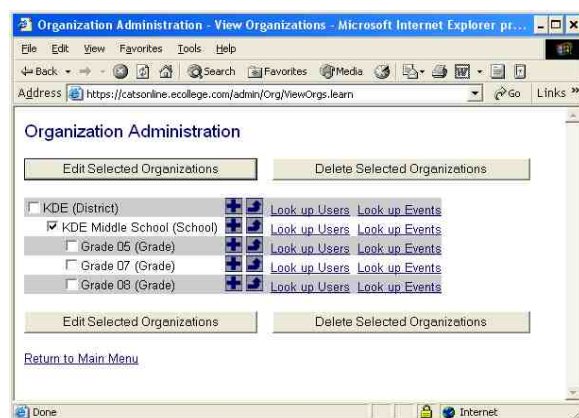
3. A message is presented to the DA with further details and the choice is given to *Submit* or *Cancel.*
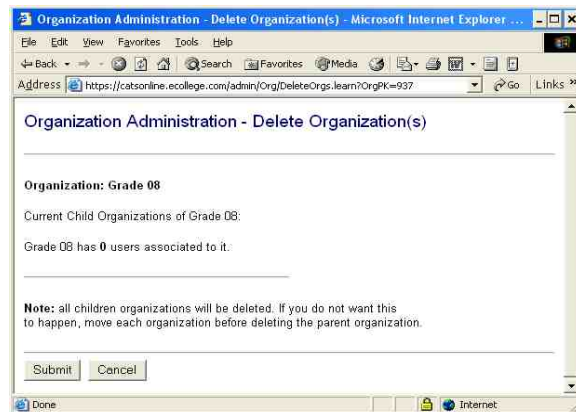
4. DA sees a confirmation message and a click *here* link to Return to *Organization Administration Main Menu.*

Edit/Delete Users or Reset Passwords

The Edit function may be used to correct misspellings, email addresses, view login ID, or to reset passwords to the default of "password". The Delete function removes an account from the system, and any information associated with it.

1. From the Main Menu, click on the *Edit Users* link. Search for the user account to be edited or deleted (e.g. SA, Teacher or Student). To edit/delete a user, enter the first and/or last name and/or login ID. To view all users with the same role, select the role from the drop down menu (e.g., all students) and leave the other fields blank. To view all students in a school (SA login) or district (DA login), do not choose an organization. To view all students at a grade level, select that grade under the school, in the Organization drop down menu.
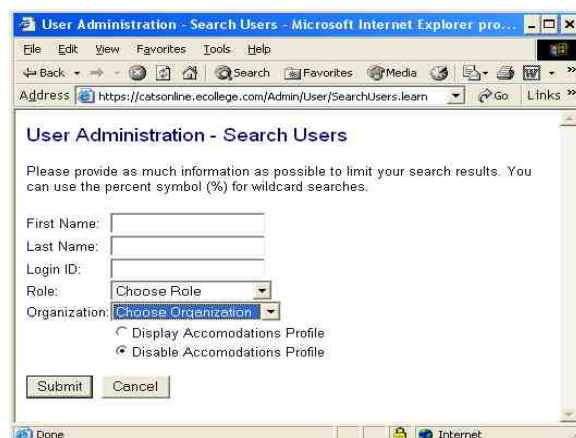
2. Click the Check box next to the name of the user that needs to be edited or deleted. Click on the *Edit Selected Users* button to edit user information. Click on the *Delete Selected Users* to delete.

3. Click within any text box to edit the information. If a user has forgotten his/her password, or if it has expired, click on the checkbox to reset the password to the default of "password". Click on the *Submit* button to save changes or *Cancel* to return to Step 2 and select a different user.
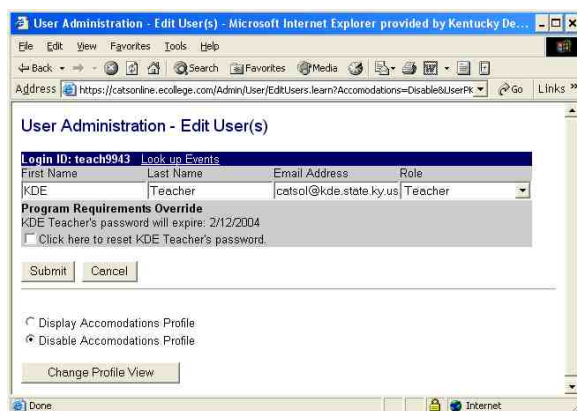
To view/edit the Accommodations Profile for a Special Populations user, select the radio button to display the profile. Click on *Change Profile View*.
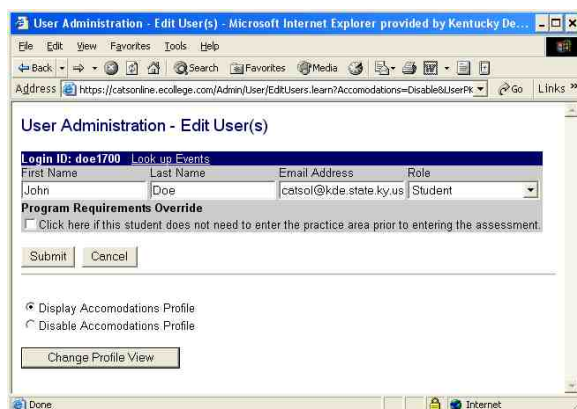
Edit Accommodation Profile as needed.
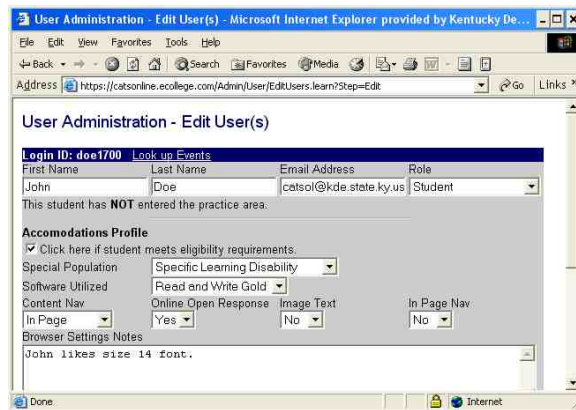
4. A confirmation message will appear. Click on Return to Search for Users if further edits or deletions are required; otherwise, click on Return to Main Menu.
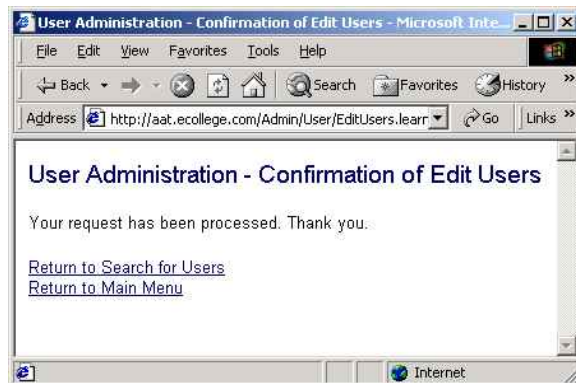
Editing Test Sessions (SA)

During assessment, if a student needs to work beyond the scheduled session time, the SA can extend the time by editing the session. To view a scheduled session, click on *View/Edit/Delete Test Sessions.*

1. At the KCCT/CATS Online Administrator Main Menu select Edit Testing Schedules in the left column. Then Select the second button: *View/Edit/Delete Test Sessions.*
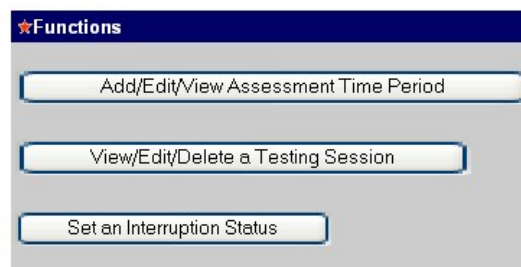
2. From within the *Schedule Administration - Testing Sessions* page select the check box next to the scheduled session to be edited or deleted. Click the *Edit Selected Session*(s) button to make changes to the session. Continue on to Step 3 below.

   Click the *Delete Selected Session*(s) button to remove the session. A pop up box will appear to confirm. Click OK or Cancel. This only deletes the scheduled session, not the assessment.
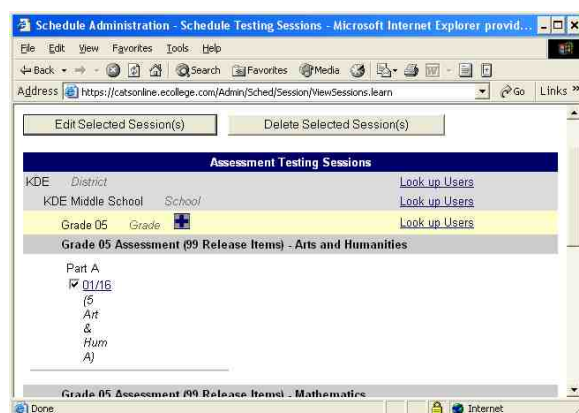
3. The session's schedule can now be viewed and edited. All fields must be completed in order to proceed.

NOTE

The Assessment and Assessment Part fields cannot be edited. If these fields need to be changed, this session must be deleted by returning to the previous screen and clicking on *Delete Selected Session(s)*. Recreate the session using the Wizard (Setup Wizard: Testing Session).

The SA has the option to *Submit* changes, *Cancel*, or Return to the Scheduler Main Menu.

Appendix B

Interrupting a CATS Online Test Session

In the event of an unscheduled interruption during the assessment affecting individuals or a group (e.g., sudden illness, fire, tornado, power failure) and a session needs to be suspended, student responses are automatically saved, except for the question currently on the screen. If time allows during an interruption, follow the steps below.

1. At the CATS Online Administration Main Menu click on Edit Testing Schedules. Select the *Set an Interruption Status* button at the *Schedule Administration* page. The Interruption Status page allows District and School Administrators and Teachers to limit students' access to the test in the event of an unplanned interruption.

Schedule Administration - Menu

★Functions

Add/Edit/View Assessment Time Period

View/Edit/Delete a Testing Session

Set an Interruption Status
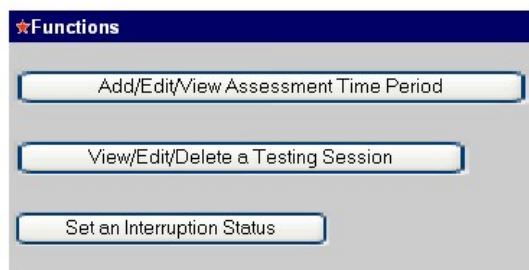
2. Sessions can be locked at three levels: school level, grade level, student user level.

    a. Choose *Lock School* to lock all students at a school from viewing any questions they have seen or answered.

    b. Choose *Lock Session* next to the title of the session to lock all students from viewing that session.

    c. Choose *Lock next* to a user's name to lock that particular student from that session.

3. In order to resume testing, *Unlock* a session for a specific student or group. Student(s) will be allowed to modify existing answers or previously viewed questions for that session. This option would only be used if the option to lock had previously been chosen and submitted. If the session time has ended, the

SA will need to extend the time by editing the test session (see Appendix A, Editing Test Sessions).
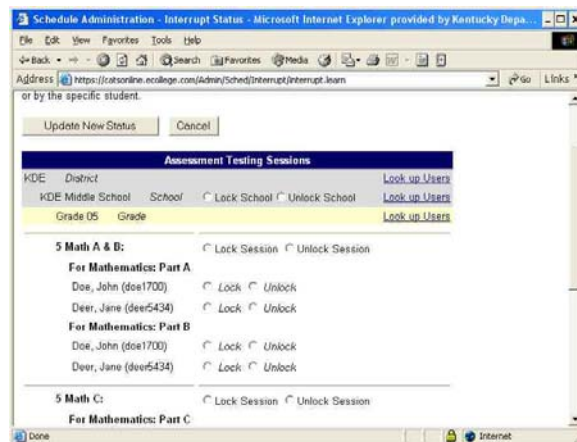
Appendix C

This must be done within STI District:

- Logon to STIDistrict.

- Go to **Utilities>Query Builder.**
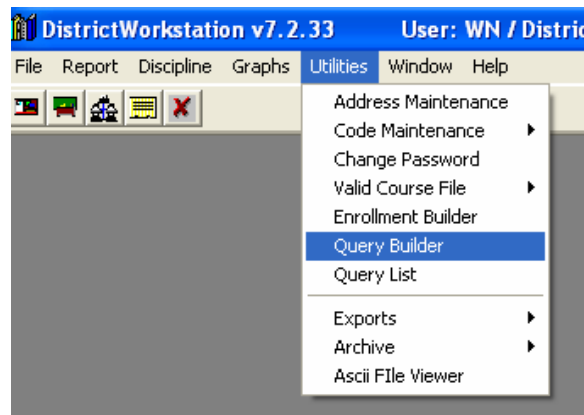
- Click and drag qryStudent_Demographics from scroll box on the left side of the screen to the empty box on right side of screen as shown on the next page.

- Click and drag the qryCurrently Enrolled from scroll box on the left side of the screen to the empty box on right side of screen as shown on the next page.
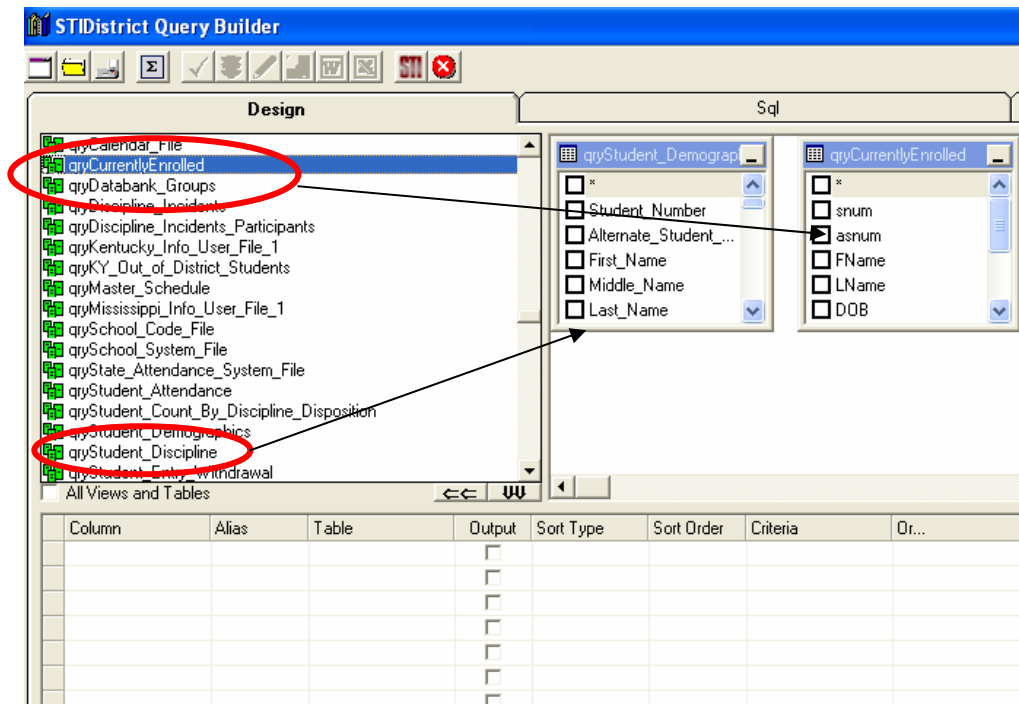
- Select the indicator beside the following fields in the qryStudent_Demographics table:

  - School_Number
  - Homeroom_Number
  - Grade_Level
  - First_Name
  - Middle_Name
  - Last_Name
  - Date_of_Birth
  - Social_Security_Number

- Select the indicator beside the following fields in the qryCurrently_Enrolled table

  - Enrolled
  - Active

- Link the two tables together with Student_Number (qryStudent_Demographics) to snum (qryCurrently_Enrolled) and School_Number (qryStudent_Demographics) with sn (qryCurrently_Enrolled)

- Set the sort order as follows:

  - School_Number – 1
  - Homeroom_Number – 2

       o   Last_Name – 3

- Set the criteria as follows:

       o   Grade_Level to >08

       o   Enrolled to ='A'

       o   Active to ='A'
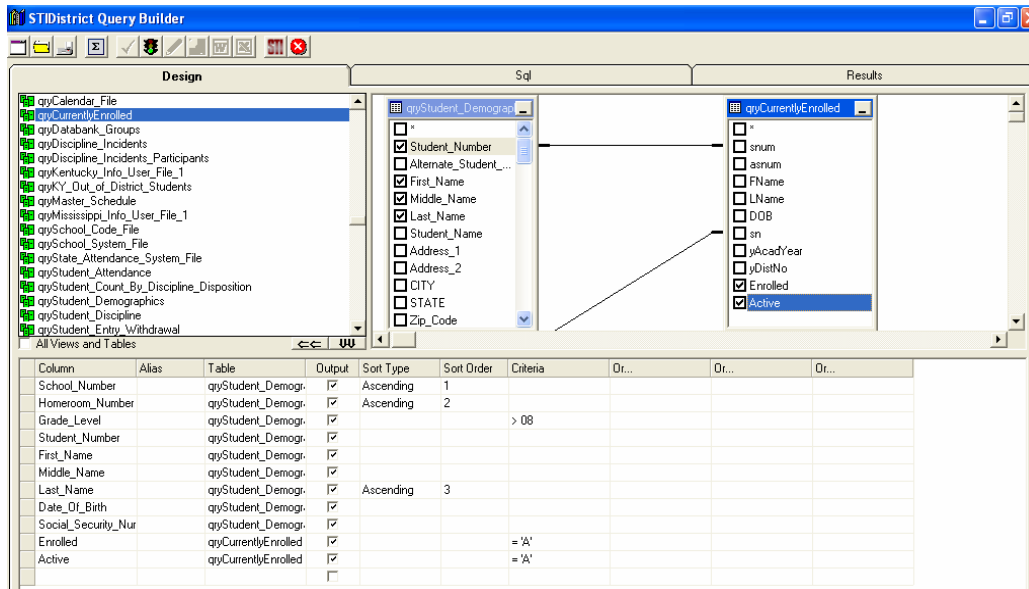
- Run the query, by clicking on the green light button, highlighted below
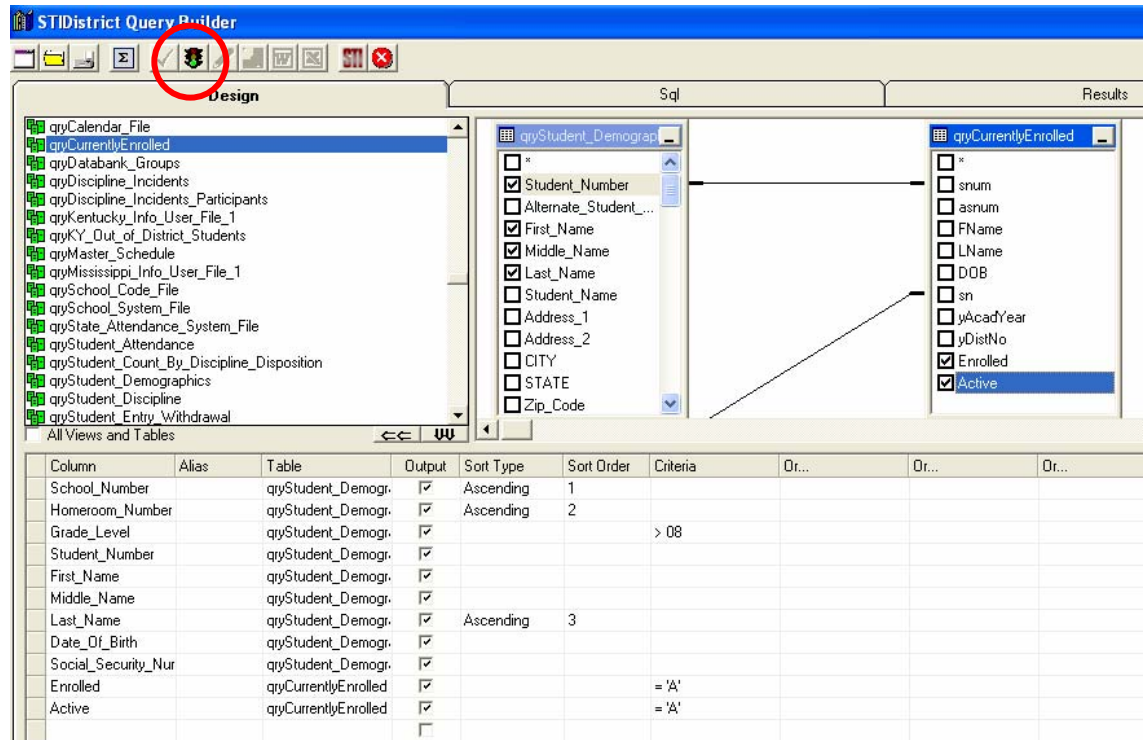
- This will generate a query as shown below. Click on the 'Merge Excel' icon as highlighted.

- This will generate an Excel file for you to edit .

- Delete all columns not listed below. Place the remaining columns in this order:

  o First Name

  o Middle Initial

  o Last Name

  o Date of Birth (MMDDYYYY)

  o Last four digits of the student ID (or 9999 if no student ID)

- Add a column for teacher email at the end. This person will receive email containing the student login IDs.

- Remove the header row with the column titles.

- Save the file as a CSV (MS-DOS).